



GOES to SCHOOL

Read the PJ Library Book

Sadie's Almost Marvelous Menorah (4's)

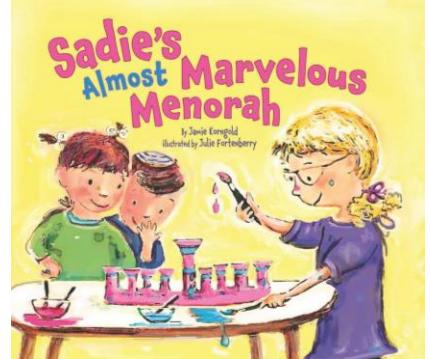
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Synopsis

Sadie loves school. This week is particularly exhilarating as she is making her very own *hanukkiyah*, a Hanukkah menorah. In her excitement to show her mother her creation, Sadie drops and smashes her precious menorah. She is devastated. Sadie's friends wordlessly help pick up the pieces. But Sadie's mom notices one piece left unbroken. It is the *shammash*, the helper candle. A new family tradition is born – Sadie's super shammash will from now on light the shammash of all of the family *hanukkiyot* (plural).



DISCUSS the Jewish values and vocabulary with one another

Menorah/Hanukkiyah - *Cha-nu-ki-yah* - חנֻכִּיה

Tradition - *Me-so-rah* - מסורת

Industriousness - *Me-la-cha* - מְלָאכָה

Menorah – Hanukkiyah. Hanukkah is known as The Festival of Light. The Hanukkah menorah (*hanukkiyah* in Hebrew) is therefore the star of this holiday. The Hanukkah menorah is one of the most widely produced and artistically embellished Jewish ritual objects. The hanukkiyah's purpose is to draw attention to the miracle of the oil (see the Resource Guide for *Papa's Latkes* for more information on this miracle), so it is customary to place the lighted menorah near a window where it is visible. Safety issues have made the use of electric menorahs popular. Many families in Israel place their *hanukkiyot* (plural) in clear boxes along the street outside their home. Traditional menorahs use either olive oil with cotton wicks or candles of paraffin or wax. The eight candles representing each night of the holiday are in a straight line of the same height, with the *shammash* or helper candle raised above or separate from the rest. Non-traditional hanukkiyot do not follow these guidelines, but the desired result remains a beautiful, non-flickering light. The flames are lit from left to right, with the newest candle lit first. In many families, each family member lights their own hanukkiyah.



Tradition – Mesorah. The Merriam-Webster dictionary beautifully defines tradition as “the handing down of information, beliefs, and customs by word of mouth or by example from one generation to another.” The Torah is the source of Jewish law and customs dating back more than 3000 years. Torah is a combination of both written law, the scroll itself, and the spoken or oral law. It was the oral law that included many of the customs still part of Jewish practice today. Naturally, traditions passed by word of mouth are subject to influence by factors such as geographical area, levels of observance, and family. Despite centuries of additions and change, it is remarkable how many traditions of holiday observance remain the same throughout the millennia.

Industriousness – melacha. Ancient rabbis stressed the concept of hard work, primarily as a way to keep people out of trouble. Yet Jewish tradition teaches there is a balance between work and enjoying the fruit of one’s labor. The opening chapters of the Torah set the tone. The Torah begins with the Creation story, and God continually notes that His work is good [Genesis 1:4, 10, 12, 18, 21, 25, 31]. God sees the need for rest and reflection, too. “He rested on the seventh day from all the work He had made [Genesis 2:2]. A collection of rabbinic teachings and sayings from the 9th-10th century CE cites these examples, and explains human beings should be pleased with their accomplishments: “All are proud of their craft. God speaks of God’s work; how much more should people” [Avot de Rabbi Natan, 21, 23a].

Imagine your community living these Jewish values.

How would your classroom change?
How will families be involved?

In the Classroom / Centers

- ❖ **Menorah/Light:** Your **science table** can feature a study of light and reflection. Prepare an array of candles, flashlights, and reflective materials for children to compare and contrast.
- ❖ **Menorah/Light:** Make your own candles in the **art center**. If you are comfortable, you can melt crayons into hot paraffin to create colorful candles, or simply roll up sheets of beeswax for a no-heat choice. Either method would allow you to add dried flowers or other decorations to the candles.
- ❖ **Tradition:** In this book, Sadie’s family creates a new family tradition. Take a moment to discuss tradition at **morning meeting**. Explain to your students that tradition, in part, is something you always do at a particular time. The tradition should add meaning to the activity.
- ❖ **Tradition:** Create a new tradition with your students for your classroom. For example, you might decide to begin each **outdoor play time** with a short “Thank you God for this beautiful day” prayer.
- ❖ **Industriousness:** Sadie’s class makes their menorahs over the course of several days. Make it easy for your students to work on an **art project** or **block structure** over time. Set aside a space in your classroom for ongoing projects, or make labels that read “Work in Progress.”
- ❖ **Industriousness:** Recognize children’s willingness to help with the daily chores of the classroom, such as cleaning up spills. Create badges that read “Help Squad” or make it part of your **job chart**.



Bridging Home and School

Serving Up Old and New Traditions

Invite your families to come together to reflect on family traditions. Ask them to arrive prepared with photographs that remind them of family gatherings. Make sure families understand they will use these photos for an art project. Have inexpensive plastic trays and decoupage glue on hand. Instruct families to decorate their tray with family photos and seal the tray with decoupage glue. Voila - family heirlooms!

Menorah Museum

Design a walk-through museum for families to experience at drop-off or pick-up times. Ask your families if they would be willing to display their family hanukkiyah, or other beautiful lamp, in the week(s) leading up to Hanukkah. Your organization's gift shop could participate, too. Ask each family to write a description of how their hanukkiyah or lamp became part of their family collection.

Family Engagement at Home

The Night Sky

Recommend that your families keep an informal nighttime sky journal before and during Hanukkah. Tell families to look for the waning crescent, and the subsequent disappearance – and reappearance of the moon during Hanukkah. Consider sending home some questions to spark conversations, such as: What does the moon look like today? What do you think the moon will look like tomorrow? How does the size of the moon affect the light/darkness of the night? You can share moon reports each day during morning meeting.



Share your stories and experiences with everyone.

**What happened?
How can the learning go deeper?**

Tell us a story... that sheds some light on the subject

Humankind has been fascinated with light since its creation. What are children learning about light and shadow? What aspects of light do your students want to explore further?

Our study of light and shadow has led the children to a wonderful discovery. We found that light allows you to see through objects you might not expect to be transparent. (The children know that “transparent” is a fancy way of saying see-through.) We are working on a magic show that will take advantage of this property of light. Stay tuned for more information!

Submit a story for our eNews! PGtS@hgf.org

More resources and websites for inspiration

Moon phases http://www.moonconnection.com/moon_phases.phtml

Hanukkah songs <http://www.ou.org/chagim/chanukah/chanukahaudio.htm>

Olive oil lamp <http://www.wikihow.com/Make-Your-Own-Olive-Oil-Lamp>

